

# College of Marin Academic Senate SLO WIKI

According to the new Accreditation standards, a Student Learning Outcome (SLO) describes the knowledge, skills, abilities or attitudes that a student will have attained by the end of any set of college experiences – classes, occupational programs, degrees and certificates and even encounters with Student Services or the Library. The important thing is what a student can DO with what they have learned that can be assessed.

A subcommittee of the Academic Senate has been developing 5 core College Learning Outcomes that should guide SLOs across the college from a broad programmatic level to individual courses. Approved by the Senate at the beginning of Spring 2009 semester, the College of Marin College Learning Outcomes are as follows:

1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

The College of Marin Academic Senate's SLO WIKI < <http://com-academic-senate-slos.wikispaces.com> > has been set up so that all faculty, full time and part time, will have the opportunity to contribute to the development of course-level and discipline level SLOs. You will need an "invitation" to join. If you are interested and have not received an invitation, please email < [sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu) >.

All faculty members are encouraged to participate to their department's discussions. SLOs are a vital part of what and how we teach and assess student progress. Thoughtful and respectful dialog is vital to this process. The discussions and input on these pages are at a general level. No specific course assessment results will be entered here. It is not the intention of this Senate to have this WIKI used as any kind of evaluative tool. It is intended as a central place to organize the college's SLOs and provide a framework for SLO development. It will also serve as evidence to accreditation teams that College of Marin is working to meet the SLO standard. (The WASC SLO rubric is attached to the home page of the WIKI.)

Each department will have one joint page on which to discuss SLOs at a general level, and then each discipline will have at least one page (or more if there are diverse parts) in which to discuss course-specific SLOs. Links to each page can be found on the left side navigation bar and links back and forth between related areas will also be posted at the top of each page.

# College of Marin Academic Senate SLO WIKI

## Instructions for navigating the SLO WIKI

(These are also posted ON individual pages of the WIKI.)

### **To Join:**

Since not all teachers at College of Marin have COM email addresses, if you haven't received an invitation and would like to join, please email [sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu). Follow the links on the invitation to join. **OR:** you can go to < <http://com-academic-senate-slos.wikispaces.com> > and click on "create an account. Follow the instructions. You will have to wait briefly for permission to be granted.

### **Home page:**

Here you will find these instructions and various other general attachments including the MOU between the Senate and the Board of Trustees, the WASC rubric for SLOs, spreadsheets of ALL credit courses from the 2008-09 catalog noting if the course is basic skills, leads to a certificate or license, counts toward a COM general education requirement or transfers to CSU or UC and another spreadsheet of only specific COM classes that count toward COM GE requirements.

### **"Apartment building" home pages (3 total):**

There are also links to the three "home pages" of (AH\_home) Arts and Humanities, (MS\_home) Math, Life and Earth Sciences, Behavioral and Social Sciences AND (CTE\_home) Career and Technical Education. On each of these home pages you will find a flowchart to help you find where YOUR discipline is. Links to your area will be posted there OR you can find them directly on the left side navigation bar. Links within each area will also be posted at the top of each page.

### **"Apartment" home pages (6-7 each for AH, MS, and CTE = 20 total):**

Each area has its own page (ie: Performing Arts). It is here that you will enter information about the discipline/program as a whole.

### **"Room" home page (67 total):**

This will be specific to a discipline – ie: math, chemistry, English, etc. It is here where you will look at course-specific SLOs.

### **Each WIKI page has tabs at the top including:**

- "Edit this page" which allows you to add, edit or change the content on the page. It has basic word processing capabilities including choosing fonts, size, colors, bulleting etc. (BUT - Please do not modify the instructions!)
- Discussion: Here you can have threaded discussions on topics related to the subjects on the page – the SLOs themselves, ways to assess them, rubrics, etc.
- "History": Here you can click on an earlier version to compare or see what changes have been made to this page, when and by whom.

# College of Marin Academic Senate SLO WIKI

## Instructions for contributing to the SLO WIKI (REMEMBER TO SAVE OFTEN!!!)

(These are also posted ON individual pages of the WIKI):

**Please navigate to the “apartment” level home page where your area is located.**

There you will find the College Learning Outcomes stated above. You will also find the 2007-08 program review SLO report created by your discipline last winter as well as an SLO created in 2005 by your department or discipline. (If you didn’t do one, it won’t be there. If you did and it isn’t there, that means I don’t have it. If you have it, by all means use it!)

**First:** Disciplines will be asked to rank on a scale of 1 to 5 (5=high) - how important each of these general college outcomes are to the various parts of their areas in a matrix as follows:

(LIST HERE IS JUST AN EXAMPLE)	Effective Communication	Scientific or Quantitative Reasoning	Critical Thinking	Problem Solving	Information Literacy
Art History					
Drawing/Painting					
Sculpture					
(ETC)					

\*This matrix will be found on each “apartment” home page on the Senate’s SLO WIKI.

**Second:** Please look at section I from the 2007-2008 program review in the SLO report. (I’ve attached a pdf of the full SLO report to each discipline’s page.) Here, for example is what Fine Arts wrote:

- *The program increases the student's range and depth of understanding and technical skill in the visual arts through guided exercises which build upon each other through a series of levels from beginning to advanced.*
- *Students learn to evaluate a range of visual experiences, including the designs and concepts of others.*

Think about how these programmatic SLOs relate to the College Learning Outcomes above. Feel free to edit, expand or change them. Try to make a program SLO for each College Learning Outcome with scores of 3 or higher on the matrix. If your discipline or department participated in creating an SLO at the Fall 2005 Flex day, it will be here. Where does this SLO fit in with the general ones?

For example, Fine Arts wrote the following:

*Students will develop their visual aesthetic awareness and their technical abilities in the history and practice of art, architecture, and interior design by*

- *Learning to evaluate a range of visual experiences, including the designs and concepts of others*
- *Increasing their depth of understanding and technical skill through guided exercises which build upon each other.*

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**Third:** Once you have completed the points above, **move to the WIKI page specific to your area.** There, please do the following:

**First:** Please rank on a scale of 1 to 5 (5=high) - how important each of these general outcomes are to each of your classes in a matrix as follows:

(LIST HERE IS JUST AN EXAMPLE)	Effective Communication	Scientific or Quantitative Reasoning	Critical Thinking	Problem Solving	Information Literacy
ART 101					
ART 102					
ART 103					
(ETC)					

**Second:** Below that you will find the following instructions regarding Course Level SLOs:

Attached you will find the SLOs and Critical Thinking entries from your course outlines which are in the binders in the OIM office, HC 123. These were all scanned and made into pdf files last summer. Some of the recently approved outlines from the last year, may not have been scanned yet. I've tried to make note where I knew this to be the case. In any case, if you find that your SLOs are from outlines before 2003, you will find that what is there is written from the teacher's perspective - ie; what the teaching objectives are. This is different from a Student Learning Outcome - which is centered on what students will be able to DO with what you have taught them. If your outlines are more than 5 years old, you may be hearing from the curriculum committee about updating or deleting outdated courses.

SLOs in the attachment may just go in order of the course numbers. In programs with broad offerings, I've tried to group courses that seem to be part of a sequence together.

**Please look over what is here and discuss with your colleagues (in meetings or on the discussion tab for this page) any of the following:**

- Do you need to rewrite old objectives to be SLOs?
- Do SLOs of sequenced courses show a development of skills?
- Are they broad in scope rather than too specific (like objectives)?
- Do they need to be re-written, shortened?
- If so, are the new outcomes you write assessable?
- Do they ask for a synthesis of discrete skills (rather than a list of the discrete skills themselves)?
- Do these SLOs relate to the College Learning Outcomes above?

**SLO template (with an example from history) to use for those courses you assess in any particular semester:**

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## **Second, in the space below or on the attached template:**

- Please explain when students are assessed and who interprets the results.
- Make a projection of what percentage of students you would like to have succeed in a particular outcome or how much improvement you hope to see.
- Consider ways to measure these SLOs (objective tests, projects, experiments, research projects, essay tests, class presentations, etc). Please note if you will create and use a rubric to score assessments.
- Keep this for your records and write up the results of the assessment in terms of broad percentages across the discipline or across several sections of the same course. Were you able to meet the goals? What can you do to improve? What should you keep doing? What do you need to make the success rate higher? This is what you will enter into the annual program review SLO section.

## **Notes:**

Use the discussion tab to discuss ways to measure these SLOs. When you have agreed on something, please write it below.

If I've missed something or made a mistake, please correct it and make a note.